

Academic Quality Procedure

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1. Associated policy

This procedure has been developed in conjunction with the *Training and Assessment Policy*.

2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

Academic reviews and internal audits are compliance and quality assurance processes, initiated by CIT to assess the institute's performance against a wide range of legislated and regulatory requirements, and quality standards, including:

- [VET Quality Framework](#)
- [Canberra Institute of Technology Act 1987](#)
- [Education Services for Overseas Students \(ESOS\) Framework](#)
- *Skills Canberra and CIT Memorandum of Understanding – Subsidised Training*
- [NSW Smart and Skilled Contract](#).

Academic reviews and internal audits are separate from, but may contribute to:

- management initiated audits and reviews
- audits initiated and conducted by externally appointed auditors.

This procedure applies to all CIT staff and all nationally recognised training.

This procedure is to be read in conjunction with the *Training and Assessment Policy*.

3. Procedure

Courses subject to academic review and internal audit will be selected using a risk management approach, and implemented using a targeted sampling strategy where appropriate.

Academic review instruments, and the methodology, will be customised as necessary by the Education Quality Head of Department for each academic review or internal audit.

Academic reviews and internal audits will demonstrate:

- ethical conduct – trust, integrity, confidentiality and discretion
- fair presentation – obligation to report truthfully and accurately
- due professional care – application of diligence and judgement in auditing
- independence – independent, unbiased, assessment of the operations of CIT
- an evidence-based approach – audit evidence must be verifiable.

While some reviews and internal audits will aim to measure straightforward compliance with clearly defined standards, others will include broader sets of objectives reflective of the complexity of CIT. The specific objectives of each academic review/internal audit will be based on a consideration of:

- management priorities
- progress towards achievement of key Institute objectives
- the need to further investigate issues from client satisfaction surveys, student or employer complaints, or other academic quality reviews and audits
- identified or potential risks to achieving Institute goals
- compliance with all relevant legislative, regulatory requirements and relevant standards.

3.1 Annual internal academic review schedule (Schedule)

A schedule of academic reviews will be maintained.

In consultation with relevant staff, the Senior Education Leader will:

- undertake a risk assessment to identify areas for internal review
- submit recommendations to Academic Council for endorsement by the Executive Management Committee.

The Schedule will indicate:

- areas of the institute's operations to be reviewed – teaching area, courses and locations
- rationale for the reviews
- the period during which the reviews will occur.

The annual Schedule for the following year will be drafted by December in the preceding year, and will retain ample capacity to initiate additional reviews as required. In this respect, the Schedule is a working document.

3.2 Academic reviews

In the context of this procedure, an academic review is an inspection to quality assure the compliance of CIT's training and assessment. Academic reviews may focus on the quality of:

- training and assessment strategies
- trainer skills matrices
- student files
- any part of the assessment system
- any area of potential risk to academic quality.

Step	Action	Responsibility
1	Distribute the schedule of reviews at the commencement of each academic year.	Senior Education Leader
2	Notify the Education Design and Delivery Lead, College Director and Head of Department by email at least 10 working days prior to the quality review, including information about the review sample and format of the review.	Head of Department Education Quality
3	Complete desktop review. Provide written feedback to the Education Design and Delivery Lead, College Director and Head of Department. Convene and conduct a face-to-face meeting to discuss review outcomes.	Head of Department Education Quality
4	Action rectifications in a timely manner.	Education Design and Delivery Lead
5	Review rectifications and recommend to Senior Education Leader if an internal quality audit is required.	Head of Department Education Quality
6	Report outcomes of all quality reviews to Academic Council and Executive Leadership team.	Senior Education Leader

3.3 Internal academic audit

An internal academic audit will occur when a scheduled review or stakeholder complaint has identified systemic issues.

3.3.1 Pre-audit

Step	Action	Responsibility
1	Confirm with Education Design and Delivery Lead, college director and head of department that an internal academic audit will proceed.	Senior Education Leader
2	Notify Education Design and Delivery Lead, and relevant college director and head of department by email, at least ten working days prior to the internal academic audit and confirm the format of the academic audit.	Senior Education Leader
3	Undertake desktop audit, using evidence accessed directly from a range of systems prior to the academic audit. Store evidence gathered during the desktop audit in the designated central repository.	Quality Advisor

Step	Action	Responsibility
4	Record audit evidence in the relevant area of the Shared Drive.	Quality Advisor

3.3.2 At audit

Step	Action	Responsibility
1	<p>Complete the following steps:</p> <ul style="list-style-type: none"> entry meeting – with the Education Design and Delivery Lead, college director and head of department, to explain the on-site academic audit process tour the campus or site (if required), to observe the physical environment where training is delivered review documentary evidence to assess if the expected outcomes are met provide a review of the findings and recommendations at an exit meeting. 	Quality Advisor

3.3.3 Post-audit

Step	Action	Responsibility
1	Hold post-audit meeting to discuss findings, recommendations, possible actions and division of labour to action rectifications.	Senior Education Leader
2	Draft an academic audit report, detailing action items, rectification timeframes and division of labour.	Head of Department Education Quality
3	Within 10 working days of the academic audit, send a draft audit report, including rectification dates (where required) to the Education Design and Delivery Lead, College Director and Head of Department.	Senior Education Leader
4	Within five working days of receiving the draft academic audit report, review and comment on the draft report and provide any additional evidence to address the gaps identified.	Education Design and Delivery Lead
5	Following assessment of teaching team comments and any additional evidence, distribute the final academic audit report to the Education Design and Delivery Lead, college director and head of department.	Senior Education Leader

Step	Action	Responsibility
6	Return the signed and dated academic audit report within three days of receipt of the final report to the Senior Education Leader.	Education Design and Delivery Lead
7	Add rectification tasks into the consolidated register of audits, actions, follow up reviews. Note and track trends.	Head of Department Education Quality
8	Agree the support to be provided to teams to assist with rectifications.	Head of Department Education Quality
9	Complete rectifications within agreed timelines.	Education Design and Delivery Lead
10	Convene and facilitate monthly meetings with Education Services to discuss academic audit findings and trends.	Head of Department Education Quality
11	Distribute the consolidated Register of Outstanding Audit Actions on a quarterly basis to College Directors and Heads of Department for update. Allow teams five working days to report on progress against academic audit actions.	Senior Education Leader
12	Report progress on outstanding academic audit action items within five days of receipt of each quarterly report.	Education Design and Delivery Lead
13	Report to Senior Education Leader at the end of each quarter on progress against academic audit actions.	Head of Department Education Quality
14	Report to the Executive Director, Education Futures and Students, Education Design and Delivery Lead on progress against academic audit actions.	Education Design and Delivery Lead Senior Education Leader
15	Report on progress against academic audit actions to the Academic Council.	Education Design and Delivery Lead

4 Supporting Documents

4.1 Legislation/Regulation

- [Standards for RTOs 2015](#)
- [Canberra Institute of Technology Act \(1987\)](#)

- [Education Services for Overseas Students \(ESOS\) Act](#)

4.2 Policies and Procedures

- *Training and Assessment Policy*

4.3 Documents

- [ASQA User's Guide to the Standards for RTOs 2015](#)
- CIT Academic Risk Priority Table
- Schedule of quality reviews
- Five-year validation schedule
- Validation template

5 Definitions

All terminology used in this policy is consistent with definitions in the CIT Policy Glossary.